The use of the library by the faculty of the Julian Franklin Boddie High School, Milledgeville, Georgia

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THE USE OF THE LIBRARY BY THE FACULTY OF THE
JULIAN FRANKLIN BODDIE HIGH SCHOOL, MILLEDGEVILLE, GEORGIA

A THESIS
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF
SCIENCE IN LIBRARY SERVICE

BY
MARY GEORGE WILLIAMS

SCHOOL OF LIBRARY SERVICE

ATLANTA, GEORGIA
JUNE 1968
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CHAPTER I

INTRODUCTION

Changing conditions in the world today invigorate the responsibilities of the classroom teacher and the librarian to the community and the nation. Many classroom teachers are becoming aware of the changing trends in our society evolving from scientific and technological innovations, and realize that these changes place great demands on their ability to implement methods whereby students can keep abreast of current information and research of the world in which they live. Because of the vast amount of knowledge accumulating, the classroom teacher must look to the library to complement the work done in the classroom.

Interest in books and interest in children have been the ties that have bound teachers and librarians together. Their tools in trade being identical, they have worked together for a common goal -- the development of the person mentally, spiritually and physically, which is the primary aim of education.\(^1\) With these two forces working together, they can provide a network of experiences and activities whereby students might share ideas and ideals with neighboring communities and countries and live with themselves. The urgent need for inspiration, encouragement, stimulation and models on which to fix the sight and mind of youth, if he is to achieve full potential, provides a basic

groundwork for the use of the library during school hours and beyond
for faculty members.

Sarah A. Burbank states that:

Many teachers use the library resources frequently
and intelligently: they plan with the librarian
and schedule their students for library visits.
Even so, these teachers may not fully realize the
extent of the library's resources because they
do not find the time to browse or investigate,
or they may depend year after year upon the same
material.¹

While much has been written on the work and content of the high
school library and its function to the curriculum, virtually nothing
can be found in writing about the high school teacher using the library
to enhance his teaching techniques, for personal enrichment and in
classroom planning.

Teachers need to use the library to challenge and to vary their
teaching methods and increase its effectiveness. The school library
should be used as a tool for enriching the quality of learning in the
classroom. The library's resources should be used to meet the varying
needs and to complement the curricula.

Our affluent society encourages and demands that teachers employ
new and varied ways of making students cognizant that the educational
process is important in meeting scientific and technological challenges
of this era. The high school teacher is an avenue for learning the
capabilities of the individual student and is responsible for developing
his interest in the library. He makes the quest for knowledge useful
and meaningful to his students through his knowledge of the library's

resources and program. Elsa Berner directed her book, *Integrating Library Instruction With Classroom Teaching At Plainview Junior High School* (a hypothetical junior high school), to the teachers because:

> It is they who do the important part of the work when and if it is done. Librarians and administrators may plot and plan but until the classroom teacher accepts the job and does the work, little happens to benefit the student.¹

Martin Rossoff further supports the idea in his book, *The Library In High School Teaching*, by stating that, "The classroom teacher determines the success or failure of a library program, or any other educational program for that matter."²

Because the high school teacher is of great importance in the educational process then, he should view the library as a component and as an extension of the classroom, shops, recreation, health, guidance, laboratories and administration. He should seek to make available to his students books and other educational media that will provide experiences and contribute to an educational climate conducive to quality learning.

---


a home economics department of two classrooms, a cafeteria and a combination gymnasium-auditorium.

There are 36 teachers, a principal, a counselor and a full-time librarian in this school and each holds a bachelor's degree, and four have earned the master's degree. The school records indicate that the enrollment was 886 in the 1964-65 school year. The average load per teacher is 25.

The school curriculum consists of 18 required units and 20 electives in the liberal arts and vocational arts.

Purpose and Scope

The purpose of this study is to determine the use of the library made by 35 teachers to enhance the teaching-learning process at the Julian Franklin Boddie High School, Milledgeville, Georgia, as of January, 1967.

It is hoped that the results of this study will focus attention on quality education for youth and will make a discernible contribution toward the advancement of teaching methods and assist administrators in curriculum building.

Methodology

In preparing this research, articles, library and educational literature were read. Much of the materials related to the subject indicated that the library should be used in conjunction with or extension of the classroom teaching, but often this is not done. Some teachers come to the classroom without any orientation to the nature and use of
the library. A questionnaire, designed to be submitted to the teachers, was developed from readings in: The School Library at Work, The National Association of Secondary School Principal's Bulletin, and The Library in High School Teaching. Also used as a pattern and guide was "A Survey of Attitudes and Practices of a Selected Group of School Principals as They Relate to School Libraries."

The questionnaire and cover letter were sent to 35 members of the Julian Franklin Boddie High School staff. A returned self-addressed envelope was included.

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1Ibid., p.9.
4Rossoff, op.cit.
CHAPTER II

METHODS, PROCEDURES AND PRACTICES OF THIRTY-FIVE FACULTY MEMBERS IN USING THE SCHOOL LIBRARY

Stimulating Use of Library

Table 1 indicates the extent to which 35 faculty members of the Julian Franklin Boddie High School reported that they try to stimulate and encourage their students to use the library. It reveals that 25 teachers always encourage the students to use the library and 10 said that they seldom do this.

Assignments.-- When the teachers were asked to list the ways by which their students are encouraged to use the library, 13 indicated that they make assignments and list references that can be found only in the library; 10 stated that they emphasize the use of books and that they encourage reading for pleasure and information; four teachers assign book reports and eight did not answer the question.

Thirty teachers indicated that their class assignments necessitate the use of the library, four teachers gave a negative answer about this and one did not respond to the question. It is significant, however, that when the teachers were asked how often were their assignments made to necessitate the use of the library, 11 said weekly; seven stated this is done monthly; five said twice per month and six noted that they have no set pattern, but whenever the need arises. One teacher did not answer this part of the question.

Projects.-- To further examine the practices and procedures of
TABLE 1

TEACHERS' MEANS OF STIMULATING USE OF LIBRARY

<table>
<thead>
<tr>
<th>Teachers' Means</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourage students to use library</td>
<td></td>
</tr>
<tr>
<td>- Always</td>
<td>25</td>
</tr>
<tr>
<td>- Seldom</td>
<td>10</td>
</tr>
<tr>
<td>- Never</td>
<td>--</td>
</tr>
<tr>
<td>Ways this is done</td>
<td></td>
</tr>
<tr>
<td>Making assignments and listing references</td>
<td>13</td>
</tr>
<tr>
<td>Emphasizing use of books</td>
<td>10</td>
</tr>
<tr>
<td>Assigning book reports</td>
<td>4</td>
</tr>
<tr>
<td>No reply</td>
<td>8</td>
</tr>
<tr>
<td>Assignments necessitate use of library</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>30</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
</tr>
<tr>
<td>No reply</td>
<td>1</td>
</tr>
<tr>
<td>Once per week</td>
<td>11</td>
</tr>
<tr>
<td>Once per month</td>
<td>7</td>
</tr>
<tr>
<td>Twice per month</td>
<td>5</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
</tr>
<tr>
<td>No reply</td>
<td>1</td>
</tr>
<tr>
<td>Send classes to library to work on projects</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>18</td>
</tr>
<tr>
<td>No</td>
<td>17</td>
</tr>
<tr>
<td>Once per week</td>
<td>8</td>
</tr>
<tr>
<td>Once per month</td>
<td>2</td>
</tr>
<tr>
<td>Once per semester</td>
<td>10</td>
</tr>
<tr>
<td>Twice per semester</td>
<td>7</td>
</tr>
<tr>
<td>Other</td>
<td>8</td>
</tr>
<tr>
<td>Take classes to library to work on projects</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>25</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
</tr>
<tr>
<td>Once per semester</td>
<td>11</td>
</tr>
<tr>
<td>Twice per semester</td>
<td>11</td>
</tr>
</tbody>
</table>

7
TABLE 1 (continued)

<table>
<thead>
<tr>
<th>Teachers' Means</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Send students to library to study without supervision</td>
<td></td>
</tr>
<tr>
<td>Yes ..................................................................</td>
<td>26</td>
</tr>
<tr>
<td>No ...................................................................</td>
<td>9</td>
</tr>
<tr>
<td>Once per week ...............................................</td>
<td>6</td>
</tr>
<tr>
<td>Twice per week ...............................................</td>
<td>2</td>
</tr>
<tr>
<td>Once per month ...............................................</td>
<td>5</td>
</tr>
<tr>
<td>Twice per month ...............................................</td>
<td>4</td>
</tr>
<tr>
<td>Other ..................................................................</td>
<td>4</td>
</tr>
<tr>
<td>No comment ....................................................</td>
<td>5</td>
</tr>
<tr>
<td>Send class to library while performing other duties</td>
<td></td>
</tr>
<tr>
<td>Yes ..................................................................</td>
<td>--</td>
</tr>
<tr>
<td>No ...................................................................</td>
<td>35</td>
</tr>
<tr>
<td>Send students to the library for disciplinary reasons</td>
<td></td>
</tr>
<tr>
<td>Yes ..................................................................</td>
<td>--</td>
</tr>
<tr>
<td>No ...................................................................</td>
<td>35</td>
</tr>
</tbody>
</table>

the faculty members relating to encouraging their students to use the library, they were asked if they send their classes to the library to work on projects, and half of them (18) do. The remainder of them send their students once or twice per semester or whenever the need arises.

Twenty-five teachers come to the library and supervise their pupils as they work on projects in the library and 10 do not. These teachers were asked to indicate how often they take their classes to the library to work on projects and 14 indicated once per semester, while 11 said twice per semester.

It seems that many teachers send students to the library to do general studying without their supervision. Twenty-six teachers indicated that they do this, and nine reported that they do not. The
### TABLE 2

**ROLE OF THE LIBRARIAN**

<table>
<thead>
<tr>
<th>Role of Librarian</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visits your classroom</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>25</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
</tr>
<tr>
<td>To give book talks</td>
<td>6</td>
</tr>
<tr>
<td>To set up classroom collections</td>
<td>9</td>
</tr>
<tr>
<td>For students' orientation</td>
<td>12</td>
</tr>
<tr>
<td>No comment</td>
<td>8</td>
</tr>
<tr>
<td>Twice per month</td>
<td>11</td>
</tr>
<tr>
<td>Once per month</td>
<td>8</td>
</tr>
<tr>
<td>Once per semester</td>
<td>8</td>
</tr>
<tr>
<td>Keeps you aware of changing methods of teaching</td>
<td></td>
</tr>
<tr>
<td>Always</td>
<td>20</td>
</tr>
<tr>
<td>Seldom</td>
<td>10</td>
</tr>
<tr>
<td>Never</td>
<td>5</td>
</tr>
<tr>
<td>Includes you when planning library's program</td>
<td></td>
</tr>
<tr>
<td>Always</td>
<td>13</td>
</tr>
<tr>
<td>Most of the time</td>
<td>14</td>
</tr>
<tr>
<td>Seldom</td>
<td>6</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
</tr>
<tr>
<td>Attends departmental faculty meetings</td>
<td></td>
</tr>
<tr>
<td>Always</td>
<td>14</td>
</tr>
<tr>
<td>Most of the time</td>
<td>14</td>
</tr>
<tr>
<td>Never</td>
<td>7</td>
</tr>
<tr>
<td>Encourages you to request books for purchase</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>33</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
</tr>
<tr>
<td>No reply</td>
<td>1</td>
</tr>
</tbody>
</table>
per month and eight reported once per semester.

Professional improvement.--Sara Srygley Krentznan states in her article in the Bulletin of the National Association of Secondary School Principals that, "Current emphasis on innovation in education is usually accompanied by recognition of the importance of providing materials adequate in number and in quality for the types of teaching and learning experiences planned." The teachers were asked if the school librarian keeps them aware of changing methods of teaching by calling their attention to current educational literature. Twenty teachers reported this is always done, 10 reported seldom and five indicated that this is never done by the librarian.

Much of the success of a school library program results from librarians, teachers and principals working together. The Standards for School Library Programs states that, "Successful school library programs represent co-operative enterprises involving the efforts of many people...the many activities of teachers that motivate students...the leadership and service of school librarians." Thirteen teachers reported that the librarian always consults them when planning the library's program. Fourteen said this is done most of the time; six indicated this is seldom done and two reported never.

Material selection.--It can be expected that when teachers assist in the selection of library resources they should make better class assignments. Azile Wofford stresses this point in her book, The School Library at Work:


2American Library Association, op.cit.
The librarian knows, or should know a great deal about the library materials, but it is the teacher who knows, or should know what materials will be most useful in the classroom. The two working together will assure a more adequate, workable collection of books and other materials.1

Thirty-three teachers indicated that the school librarian encourages them to request books for purchase. One teacher said that the librarian does not do this and one did not answer the question (see Table 2).

The teachers were asked to indicate about how many titles of books they requested for purchase last year. The 12 teachers who responded were divided into three groups, the first group selected 72 titles, the second selected 66, and the third group selected 54 titles. Altogether the 12 teachers suggested the purchase of 192 titles during the last school year.

Teachers' Use of the Library

Inquiry was made of the teachers concerning their visiting the school library. The teachers' reasons for visiting the library vary. Five came to consult with the librarian; four to prepare lessons; 10 to select books for classroom collections; five to select magazines and newspapers; four to read for pleasure and five to browse around.

Thirty-three teachers reported that they sit in the library and read. Two teachers do not and one wrote in that she has, "Six classes and there was not time for this," and another said that her program was too full for this. Four teachers sit and read in the library once per week; four twice per week; 15 once per month and seven once per semester. Five said they come whenever time permits (see Table 3).

1Wofford, op.cit.
TABLE 3

FACULTY USE OF THE LIBRARY

<table>
<thead>
<tr>
<th>Use of Library</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ever sit in the library and read</td>
<td></td>
</tr>
<tr>
<td>Yes ..................................................................</td>
<td>33</td>
</tr>
<tr>
<td>No ....................................................................</td>
<td>2</td>
</tr>
<tr>
<td>Reasons for visiting library</td>
<td></td>
</tr>
<tr>
<td>To consult with librarian</td>
<td>5</td>
</tr>
<tr>
<td>To prepare lessons</td>
<td>4</td>
</tr>
<tr>
<td>To select books for classroom</td>
<td>10</td>
</tr>
<tr>
<td>To read magazines and newspapers</td>
<td>5</td>
</tr>
<tr>
<td>To read for pleasure</td>
<td>4</td>
</tr>
<tr>
<td>To browse around</td>
<td>5</td>
</tr>
<tr>
<td>Once per week</td>
<td>4</td>
</tr>
<tr>
<td>Twice per week</td>
<td>4</td>
</tr>
<tr>
<td>Once per month</td>
<td>15</td>
</tr>
<tr>
<td>Once per semester</td>
<td>7</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
</tr>
<tr>
<td>Borrow books from the library</td>
<td></td>
</tr>
<tr>
<td>Yes ..................................................................</td>
<td>30</td>
</tr>
<tr>
<td>No ....................................................................</td>
<td>5</td>
</tr>
<tr>
<td>Once per week</td>
<td>7</td>
</tr>
<tr>
<td>Once per month</td>
<td>9</td>
</tr>
<tr>
<td>Twice per month</td>
<td>10</td>
</tr>
<tr>
<td>No comment</td>
<td>9</td>
</tr>
<tr>
<td>Borrow books from the library not related to school work</td>
<td></td>
</tr>
<tr>
<td>Once per week</td>
<td>7</td>
</tr>
<tr>
<td>Once per month</td>
<td>10</td>
</tr>
<tr>
<td>Twice per month</td>
<td>10</td>
</tr>
<tr>
<td>No comment</td>
<td>3</td>
</tr>
<tr>
<td>Adequacy of professional material</td>
<td></td>
</tr>
<tr>
<td>Yes ..................................................................</td>
<td>25</td>
</tr>
<tr>
<td>No ....................................................................</td>
<td>10</td>
</tr>
<tr>
<td>Extent of use</td>
<td></td>
</tr>
<tr>
<td>Always</td>
<td>20</td>
</tr>
<tr>
<td>Seldom</td>
<td>11</td>
</tr>
<tr>
<td>Never</td>
<td>4</td>
</tr>
</tbody>
</table>
Table 3 (continued)

Use of Library

Discuss changes and new developments in your area of teaching with librarian
- Always ................................................. 20
- Seldom .................................................. 11
- Never .................................................... 4

Principal encourages teachers to use library
- Yes.......................................................... 35
- No........................................................... 34

In faculty meetings ...................................... 34
Personal conferences .................................. 1

Suggestions for improvement..........................

Thirty teachers indicated that they borrow books from the library and five said that they do not. Seven reported that they borrow books at least once per week, 10 twice per month and nine once per month. Nine teachers failed to respond to the question.

In response to the question: "How often do you borrow books from the library which are not related to school work?" seven teachers indicated once per week, 10 twice per month, 10 once per month and three failed to answer the question.

Professional materials.—Teachers must be knowledgeable of curricular changes and new innovations. Margaret E. Nicholsen states that: "Professional libraries in schools provide opportunities for continuing growth of teachers and administrators to keep informed on the increasingly rapid changes in teaching methods, organization, and
curriculum."¹ Twenty-five teachers indicated that the professional materials in the Boddie High School are adequate and 10 said that they are inadequate. The teachers were asked the extent of their use of these materials and 20 responded that they always use these materials. Eleven teachers seldom use them and four admitted that they never use them (see Table 3).

Curriculum changes.—Sixteen teachers indicated that they always discuss curricular changes and developments with the school librarian and 15 reported that they seldom do this. Four said they never do this. In this regard, the librarian might take the initiative in light of the Standards for School Library Programs which states that, "The teacher keeps the school librarian informed about curricular changes and gives advance information about class assignments, so that resources are available in the library."²

The principal.—It would seem that the principal considers the library as an important part of the overall instructional program of this school as all teachers gave an affirmative answer when asked if they are encouraged by the school principal to use the library. Thirty-four of the 35 indicated that this is done in faculty meetings and one teacher noted that the principal encourages the use of the library during conferences with individual teachers.

The teachers did not make a single suggestion for improvement of the library services nor did they request a copy of the findings of this study.

²American Library Association, op. cit.
CHAPTER III

SUMMARY

As the nucleus of a school, the library serves as a potent force in today's educational program because of its importance to effective instruction in the classroom. The purpose of this study was to secure, assemble, and interpret data and information from 35 teachers in the Boddie High School, Milledgeville, Georgia, in order to identify the methods, procedures, and practices used by them and the librarian to stimulate students in their use of the library during the 1966-1967 school year.

To accomplish the purpose of this study, the National Association of Secondary School Principals Bulletin, The School Library at Work and The Standards for School Library Programs were used to get some insights into the library, librarian, and teachers as they relate to each other and to the students. A questionnaire was developed and sent to the 35 teachers. It was used to get reactions from the teachers concerning the role the library plays in their instructional work, and the extent to which the teachers utilize the library's facilities and services.

The data acquired from the questionnaires indicated that 25 teachers always encouraged their students to use the library. However, 10

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2Wofford, op. cit.
3American Library Association, op. cit.
indicated that they seldom encouraged their students to do this. In an effort to get students to use the library, 13 of the 35 teachers made assignments requiring students to use the library materials. This was carried out through listing references that can be found only in the library, by emphasizing the importance of books, by encouraging reading for pleasure and information, and by assigning book reports. Half of the teachers used assigned projects to encourage students to use the library without their supervision. The rest of them sent pupils whenever the need arose.

In addition to sending students to the library to work on projects, 25 teachers occasionally supervised their students in the library as they worked on projects. This was done by 14 teachers once per semester and by 11 teachers twice per semester.

Twenty-six teachers have sent their students to the library to do general studying without their supervision and nine teachers have not done this. None of the teachers sends students to the library while they (the teachers) are performing other duties nor do they send them for disciplinary purposes.

According to the responses of the teachers, the librarian visits the classrooms of 25 teachers periodically but does not visit 10 teachers' classrooms. The visits were made to give book talks, deposit materials for classroom use and for students' library orientation.

The librarian has often called the attention of 20 teachers to articles appearing in various educational publications. Ten teachers reported that this is seldom done and five that they have never received this service.
The library would be able to contribute more to the instructional program of the school if all faculty members are consulted when the program is being planned. Thirteen teachers stated they were always consulted when the library's program was being planned. Fourteen teachers were consulted most of the time. Six teachers were seldom consulted and two were never.

Fourteen teachers indicated that the librarian always attends departmental faculty meetings, however, 14 teachers responded that she attends most of the times and seven said she never attends these meetings.

A substantial majority of the teachers (33) said that the librarian encourages them to request books for purchase. Despite the fact that most of them said they were encouraged to request purchases, only 12 teachers indicated that they actually selected books or that they kept records of their requests. The 12 teachers had requested a total of 192 titles during the 1966-1967 school year.

In regard to the teachers' use of the library, it was reported that five teachers visited the school library to consult with the librarian, four to prepare lessons, 10 to select books for classroom collections, five to select magazines and newspapers, four to read for pleasure, and five to browse around.

Thirty-three teachers reported that they sit in the library and read. A heavy teaching load was the reason given by two teachers for not spending time in the library.

With regard to borrowing materials, 30 teachers responded that they borrow books at least once or twice monthly. Some of them borrowed books
that were not related to school work. This is done by seven teachers once per week, 10 teachers twice per month, and by 10 teachers once per month.

The professional materials in this school are adequate according to 25 teachers' responses, but 10 said they are not. Twenty teachers said that they always use these materials and 15 said that they seldom or never use them.

Curricular changes and innovations are always discussed with the school librarian by 16 teachers, however, 19 teachers seldom or never do this.

All of the teachers indicated that the principal encourages them to use the library and this was done during faculty meetings. One teacher added that this idea was injected during individual conferences.

Despite the teachers' varying opinions as recorded from their responses, they did not make a single suggestion for improvement of the library nor its services, nor did they ask for a copy of the findings of the study.
Dear Co-worker,

As a graduate student in the Atlanta University School of Library Service, I am proposing to develop a Master's thesis, on a study of the use made of the library by the faculty members of the Julian Franklin Boddie High School, Milledgeville, Georgia.

I would be appreciative if you would cooperate with me by filling out the enclosed questionnaire and returning it to me, or to the library, by January 31, 1967. The second copy is for your files. I am aware that you are very busy, hence this questionnaire is designed so that it will require less than fifteen minutes of your time.

Thank you for your cooperation.

Very truly yours,

Mary George Williams

January 5, 1967
APPENDIX II

QUESTIONNAIRE

1. Do you encourage your pupils to use the Library?
   Always ( )  Seldom ( )  Never ( )

1a. In what way do you do this? (Please list specific ways.)

2. Are class assignments made to necessitate the use of the library?
   Yes ( )  No ( )

2a. If "Yes" about how often is this done?
   Once per week ( )  Twice per week ( )  Once per month ( )
   Once per semester ( )  Other ( ) (Please write in)

3. Do you send your class to the library to work on projects?
   Yes ( )  No ( )

3a. If "Yes" about how often is this done?
   Once per week ( )  Once per month ( )
   Once per semester ( )  Twice per semester ( )
   Other ( ) (Please write in)

4. Do you take your class to the library to work on projects under your supervision?
   Yes ( )  No ( )

4a. If "Yes" about how often is this done?
   Once per week ( )  Twice per month ( )
   Once per semester ( )  Other ( ) (Please write in)

5. Do you send students to the library to study on their own?
   Yes ( )  No ( )
5a. If "Yes" about how often is this done?

Once per week (  )
Twice per week (  )
Once per month (  )
Twice per month (  )
Other (  ) (Please write in)

6. Do you send your class to the library while you are performing other duties? Yes (  ) No (  )

6a. If "Yes" about how often is this done?

Once per week (  )
Twice per month (  )
Once per month (  )
Once per semester (  )
Other (  ) (Please write in)

7. Do you ever send your students to the library because they are disciplinary problems? Yes (  ) No (  )

8. Does your school librarian visit your classroom? Yes (  ) No (  )

8a. If "Yes" what is the purpose of these visits? (Please check one)

To give book talks (  )
To listen to book reviews (  )
To set up classroom collections (  )
For students' orientation (  )
Other (  ) (Please list specific purpose)

8b. If "Yes" about how often is this done?

Once per week (  )
Twice per month (  )
Once per month (  )
Once per semester (  )
Other (  ) (Please write in)

9. Does your librarian keep you aware of changing methods of teaching by calling attention to current magazines, reports, and bulletins? Always (  ) Seldom (  ) Never (  )

10. Does your school librarian consult you when planning the library's program? Always (  ) Most of the time (  ) Seldom (  )

Never (  )
11. Does the librarian attend your departmental faculty meetings?
   Always ( )   Most of the time ( )   Seldom ( )
   Never ( )

12. Does your school librarian encourage you to request books for
   purchase?    Yes ( )    No ( )

12a. If "Yes" about how many titles of books did you submit for
   purchase during the past year? (Give approximate number)

13. Do you ever sit in the library and read?    Yes ( )    No ( )

13a. If "Yes" to the above question, how often is this done?
   Once per week ( )
   Twice per week ( )
   Once per month ( )
   Twice per month ( )
   Once per semester ( ) (Please specify)
   Other ( )

14. What are your reasons for visiting the school library?
   To consult with the librarian ( )
   To prepare for lessons ( )
   To select books for classroom collection ( )
   To read magazines and the newspaper ( )
   To read for pleasure ( )
   To browse around ( )
   Other (Please write in) ( )

14a. If "No" to the above question, what are your reasons for not
   visiting the school library?
   No time for this ( )
   No incentive ( )
   No interest ( )
   Librarian is not cooperative ( )
   No need -- have own materials ( )
   Other (Please specify below) ( )

15. Do you borrow books from the library?    Yes ( )    No ( )

15a. If "Yes" about how often?
   Once per week ( )
   Twice per week ( )
   Once per month ( )
   Twice per month ( )
   Other ( ) (Please specify)
16. How often do you borrow books from the library which are not related to school work?

Once per week ( )
Twice per week ( )
Once per month ( )
Twice per month ( )
Other ( ) (Please specify)

17. Do you think the library's professional materials are adequate?
Yes ( ) No ( )

17a. To what extent do you use them?
Always ( ) Seldom ( ) Never ( )

18. Do you discuss with the librarian changes or new developments in your area of teaching?
Always ( ) Seldom ( ) Never ( )

19. Are you encouraged by the school principal to use the school library?
Yes ( ) No ( )

19a. If "Yes" how is this done? (Please specify below)

Will you kindly make some suggestions that could bring about effective services in the library.

Thank you. You do not have to sign your name to this questionnaire. If you wish to have a copy of my findings, I shall be happy to supply it upon request.

Mary George Williams
BIBLIOGRAPHY

Books


Articles


Unpublished Materials